

## **Utah CCGP – Guidance Activities Action Plan – Large Group Independence High School, Provo School District 2006-2007**

For our Large Group Plan we decided to create something that would increase the graduation rate. We needed a program that could encourage students to pass all their classes – therefore being closer to graduation.

We created a program where the students competed with each other by grade and by class. We compiled the data and announced the findings to the students every two weeks. We would announce the percentage of students passing all classes in the Freshmen, Sophomore, Junior and Senior grade levels. The grade level that had the highest percentage of students passing at the end of the term would receive a doughnut party all together.

We also would announce the homeroom class within the grade level that had the highest percentage of students passing all classes. For example, all the Freshmen homeroom classes would compete against each other as well. Whichever teacher's class had the highest percent of students passing all classes at the end of the term would receive a chips and salsa fiesta! The teachers had plaques in their rooms that they would receive if their class had the highest percentage of students passing every class. The plaques could be rewarded to the new or reigning class every two weeks. There was one plaque for each grade level.

We feel this project was very successful. According to our statistics, at the end of each term, every grades percentage of students passing all classes was higher when compared to last year. (see attached chart) We also noticed more grade bonding (Freshmen vs. the Sophomores, etc) and class bonding (each homeroom class). The students started encouraging and helping each other. They also started to care more and ask more about their grades and attendance.

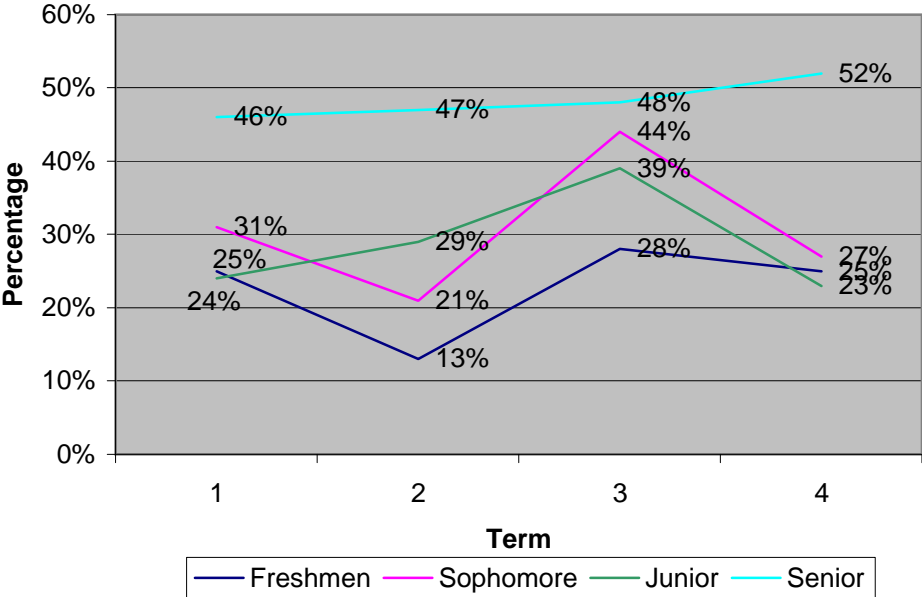
We plan to continue this program next year. Something we would like to add next year, is having the students help come up with the percentages for their class instead of having the counselors figure those stats. We feel the students will have a better understanding of where the percentages come from if they have to figure their homeroom percentage themselves.

Completed by:  
Kristi Davis  
Stefanie Gillespie

**2005-06**

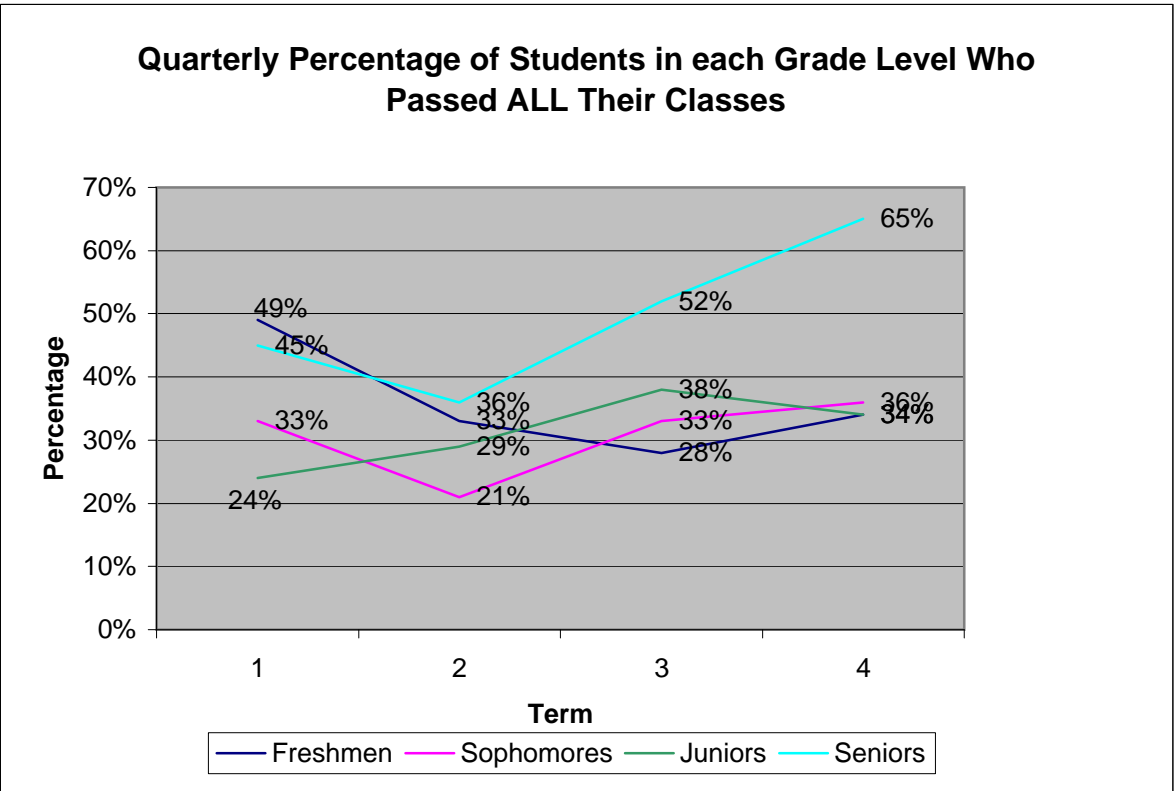
	9th	10th	11th	12th
Term 1	25%	31%	24%	46%
Term 2	13%	21%	29%	47%
Term 3	28%	44%	39%	48%
Term 4	25%	27%	23%	52%

**Quarterly Percentage of Students in each Grade Level Who Passed ALL Their Classes**



**2006-07**

	9th	10th	11th	12th
Term 1	49%	33%	24%	45%
Term 2	33%	21%	29%	36%
Term 3	28%	33%	38%	52%
Term 4	34%	36%	34%	65%



## **Utah CCGP – Guidance Activities Action Plan – Small Group Independence High School, Provo School District 2006-2007**

For our Small Group Plan we wanted to increase the success of our incoming Freshmen. The Freshmen class usually struggles with passing classes and going back to their home school. (Since our school is an alternative school, once the kids get on track to graduate credit wise, they have the option to go back to their regular school - Timpview or Provo High, or they may stay and graduate with us.) We thought that if we had a Freshmen Orientation Day on the first day of school, the Freshmen might feel more comfortable, have more support, and be more successful.

We had Freshmen Orientation Day on the first day of school. Only Freshmen came, the other students did not have to attend. We had teambuilding activities, counseling information, bonding activities, they met their teachers, tried out their lockers, found their classrooms, etc. I explained what they needed to do to go back to their home school and what they needed to do to be on track to graduate.

We found the program to be very successful. At the end of term 1, 49% of the Freshmen class passed all their classes, as opposed to 25% of Freshmen passing term 1 last year. Term 2, 33% passed all their classes compared to 13% who passed their classes last year (see attached chart). Term 1, more students passed all their classes in the Freshmen class than any other class (Sophomores, Juniors, Seniors).

Also, more Freshmen were on track to go back to their home school. Last year, we sent 5 ninth grade students back to their home school. (More were ready to go, but decided to stay.) This year, we sent back 13 Freshmen. (Again, not including those who were on track, but decided to stay.)

We plan to have Freshmen Orientation again this year. We would also like to have a similar activity for the Freshmen at the beginning of term 3. Our Freshmen did really well in terms 1 and 2, but their percentages dropped in terms 3 and 4. We still had a higher percent of Freshmen passing in terms 3 and 4 this year as compared to last year. Next year we plan to have another Freshmen activity at the beginning of term 3 to see if we can get them motivated again to continue to pass classes.

Completed by:  
Kristi Davis  
Stefanie Gillespie

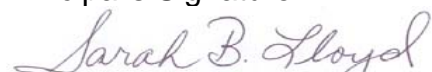
## Utah CCGP - Guidance Activities Results Report (Small Group) 2006-2007

School: **Independence High School**

District: **Provo**

Counselor	Target Group	Curriculum and Materials Used	Start Date/ End Date	Process Data Number of Students Affected	Perception Data	Results Data	Implications
Kristi Davis	Freshmen Class	School gym, staff, school shirts, prizes	August 2006- May 2007	51	See attached chart	Percentage of students on track to graduate increased from last year	More freshmen passed classes term 1 & 2, were on track to graduate, and transferred back to their home school compared to last year.
Stefanie Gillespie		Teambuilding activities, ropes course				More students transferred back to home school semester 1 compared to last year.	
		JROTC cadets					

Sarah Bush Lloyd  
Principal's Signature



5/25/2007  
Date

5/23/2007  
Date of Staff Presentation

Stefanie Gillespie & Kristi Davis  
Prepared By

## Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007\*

Submit the Small Group “Closing the Gap” report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: \_\_\_\_\_Provo High School\_\_\_\_\_ District: \_\_Provo District\_\_\_\_\_

Counselor	Target Group	Curriculum and Materials	Start Date/ End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Nan Theobald	11 <sup>th</sup> and 12 <sup>th</sup> Grade Financial Literacy Students	<p>Power Point Created by Nan Theobald (Attached)</p> <p>Overview of basic financial needs after high school in an effort to illustrate the need of financial management, but most importantly the reason for education and training post high school.</p> <p>This presentation opened further interest in accessing \$ for Post High School Education.</p>	<p>Semester 1 Classes Dec. 18 &amp; 19, 2006 Jan. 4 &amp; 5, 2007</p> <p>Semester 2 Classes March 22 &amp; 23, 2007 &amp; Mar. 28 &amp; 29</p>	<p>96 Students 1<sup>st</sup> Semester</p> <p>192 Students 2<sup>nd</sup> Semester</p>	Survey attached	See attached Survey data, comments, and statistics.	<p><b>This feedback opened the door for another presentation in March in Financial Literacy Classes on Scholarship and financing school after high school. The students were very interested in the next guidance lesson.</b></p> <p>Students also offered suggestions and questions that will lead to further guidance lesson at PHS.</p>

Principal’s Signature \_\_\_\_\_

Date \_\_\_\_\_

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

# Student Survey

## Presentation in Financial Literacy on Managing Money

### 11<sup>th</sup> Grade - December 2006

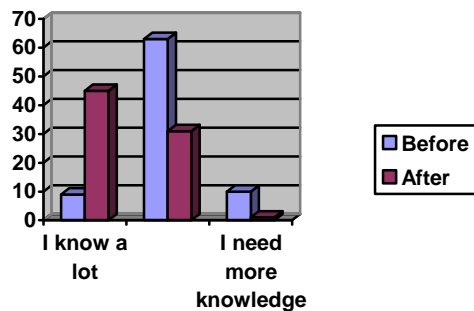
Please circle your answer to the following questions **AT THE BEGINNING** of today's presentation.

1. How knowledgeable are you about budgeting money in order to live away from home?

**I know a lot**                      **Before: 9**                      **After: 45**

**I have some knowledge** **Before: 63**                      **After: 31**

**I need more knowledge** **Before: 10**                      **After: 1**



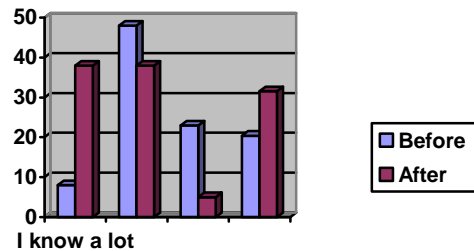
I learned from my students that they felt they know more after the presentation. They perhaps learned that they maybe don't know as much as they thought they did. However, only 1 student wanted to know more about budgeting money in order to live away from home.

2. How knowledgeable are you about getting money for education and/or training after high school?

**I know a lot**                      **Before: 8**                      **After: 38**

**I have some knowledge** **Before: 48**                      **After: 38**

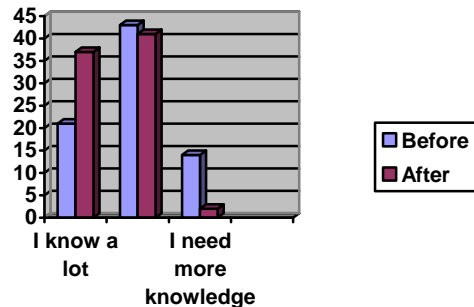
**I need more knowledge** **Before: 23**                      **After: 5**



Many students felt they learned a lot about getting money for education from my Presentation. Again, the survey showed that the students didn't know as much as they thought they did from the information they received at the presentation. Maybe they felt that they received a lot of information, because after they didn't express a desire to need more knowledge about getting money for education.

3. How knowledgeable are you about credit card debt?

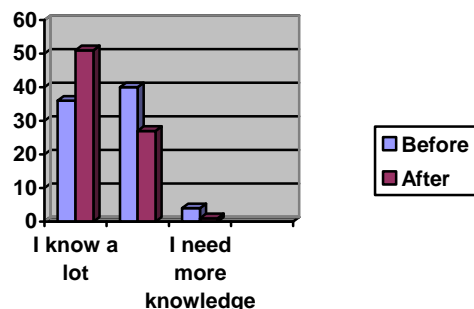
<b>I know a lot</b>	<b>Before: 21</b>	<b>After: 37</b>
<b>I have some knowledge</b>	<b>Before: 43</b>	<b>After: 41</b>
<b>I need more knowledge</b>	<b>Before: 14</b>	<b>After: 2</b>



Almost \_\_\_\_\_% showed an increased knowledge of credit card debt after the presentation. They still felt that they had a knowledge and didn't really want to know more about debt.

4. How knowledgeable are you about the importance of having money management skills in preparation for real life success?

<b>I know a lot</b>	<b>Before: 36</b>	<b>After: 51</b>
<b>I have some knowledge</b>	<b>Before: 40</b>	<b>After: 27</b>
<b>I need more knowledge</b>	<b>Before: 4</b>	<b>After: 1</b>



Many students felt they knew more after my presentation about having money management skills in preparation for real life. However, after the presentation many students expressed that they didn't know as much as they thought they did about money management skills. However, they did express a desire to learn more about this particular topic.

---

**Please identify one thing your counselors could do to help you:**

**Student Feedback:**

Give me more info on the Computer College in Salt Lake  
 I could learn more about scholarships or about what field I could go into  
 Keep talking to us about all of this  
 Bring us in individually and ask us where we are headed  
 Notify us of opportunities and scholarships  
 Give me money!



Thank you

Knowing about scholarships is good

Help me get into MATC

Help me find financial opportunities, scholarship, grants that I can utilize

I currently don't know

Help me focus more on life ahead...

Give a scholarship presentation

Help me find opportunities to experience different work fields to see what we do and don't like.

Info on Scholarships

This feedback opened the door for another presentation in Financial Literacy on

Scholarship and financing school after high school. The students were very interested in the next guidance lesson.